ORDER

3300.29

ASSOCIATE ADMINISTRATOR FOR CONTRACTING AND QUALITY ASSURANCE
INDIVIDUAL DEVELOPMENT PLAN (IDP) PROGRAM

January 26, 1993

U.S. DEPARTMENT OF TRANSPORTATION
FEDERAL AVIATION ADMINISTRATION

Distribution: A-W(HT/PN)-3; A-W(SU)-8; A-XYZ-3

Initiated By: ASU-10

*U.S. GPO: 1988-562-160

FOREWORD

This order provides direction and guidance to the Associate Administrator for Contracting and Quality Assurance's supervisors and employees in the planning, preparation, and implementation of Individual Development Plans (IDP). In addition, the order provides guidance for IDP assignments for personnel from other offices/services and region/center employees into ASU.

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and Quality Assurance

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CHAPTER 1. INTRODUCTION

1. **PURPOSE**. This order provides direction and guidance to the Associate Administrator for Contracting and Quality Assurance's supervisors and employees in the planning, preparation, and implementation of Individual Development Plans (IDP). In addition, the order provides guidance for IDP assignments for personnel from other offices/services and region/center employees into ASU. This chapter includes background information, objectives, definitions, and responsibilities.

2. **DISTRIBUTION**. This order is distributed in Washington headquarters to all employees in the Associate Administrator for Contracting and Quality Assurance; to the branch level in regions and centers, and to the branch level in the office of Training and Higher Education and the office of Personnel in Washington headquarters.

3. **BACKGROUND**.

a. Effective and efficient use of scarce training resources requires a systematic needs identification process involving both the employee and his/her supervisor. Organizational requirements--current and projected--must be considered along with each employee's career development needs. Maintenance of accurate records is also important to ensure that proper credit is given for training received and to facilitate planning. Chapter 2 of this order describes and directs the use of a process which addresses these requirements.

b. Formal training is only one of the means by which employees acquire the skills and knowledge to assume higher level responsibilities. Others include on-the-job training, college courses, temporary details, performance of special projects and collateral duties, "shadowing" arrangements with higher level employees, and rotational assignments. Most of these activities can be planned and implemented through informal agreements between the supervisor and the employee. Rotational assignments, on the other hand, require coordination between organizational units and a formal procedure for ensuring equitable treatment of employees. Chapter 3 of this order describes the procedure for identifying and filling, in a systematic way, rotational assignments within ASU.

4. **OBJECTIVES**. It is important to keep in mind that, although this order describes three separate processes in some detail--agency training, out-of-agency training, and rotational assignments--they are part of a unified program with a single set of objectives. These objectives are to:

a. Encourage managers/supervisors to assess the need for and to plan human resource development activities.

b. Encourage employees to participate in self-development activities to the fullest extent possible.

c. Increase flexibility in the assignment of duties within the organization through a more extensive human resource pool.

d. Develop a planning mechanism for managers to use in determining training requirements.

e. Develop a more efficient and effective workforce resulting in increased productivity and job satisfaction.

f. Enhance opportunities for employees to achieve career goals.

5. **DEFINITIONS.**

a. **Individual Development Plan (IDP).** An IDP is a written schedule or plan designed to meet an employee's particular goal for career enhancement or progression. It is also a management tool and is used to assist employees in planning and meeting their own career development needs to the extent those needs are consistent with those of the Associate Administrator for Contracting and Quality Assurance. The plan identifies a specific employee's short- and long-term career goals along with the training and other developmental activities required in order to accomplish them. IDP's for current employees are submitted during the fourth quarter of the fiscal year, and IDP's for new employees will be submitted within 30 days of the employee's entry on duty. The IDP is revised annually to reflect personal and organizational changes. The IDP form used for this purpose is included as Appendix 1.

b. **Training Categories.** The four types of training to which supervisors and employees make reference in the systematic identification and prioritization of training requirements are:

(1) **MANDATORY** - Training required for the position by regulation, order, or certification requirements. Since this training has been mandated by FAA orders and, in some cases, Executive Order, it takes highest priority. Mandatory training orders are currently in effect for contract specialists, quality assurance specialists, and supervisory/managerial training.

(2) **JOB RELATED** - Training which, though not mandated for the current position, would make a substantial contribution to achieving optimum performance. This category includes training which, under previous classification schemes, would have been designated either "highly desirable" or "job required."

(3) **PERFORMANCE DEVELOPMENT** - Training required by the employee to enhance his/her current job performance.

(4) **CAREER DEVELOPMENT** - Training required by the employee for the purpose of achieving short- or long-term career goals.

c. **Rotational Assignment.** A rotational assignment is a temporary assignment to perform specific duties for a period of 30 to 120 days. The assignment should be designed or chosen on the basis of its utility in meeting the individual's developmental objectives.

d. **Short-Term Goals.** Goals which may be accomplished within 24 months. They may be specific as to position title, series, and grade, or as to skill.

e. **Long-Term Goals.** Goals which require between 2-5 years for their attainment. They may be specific as to position title, series, and grade, or as to skill.

6. **REFERENCES.** Latest editions of FAA Orders 3000.6, "Training;" 3410.4, "FAA Career System Handbook;" 3110.14, "Supervisory/Managerial Training;" FAAMN.92-07, FAA Acquisition Career Development Program System;" and 3410.19, "Industrial Division Quality Assurance Career Training Program." SF-182 supersedes FAA FORM 3000-3 for Out-of-Agency Training.

7. **RESPONSIBILITIES.**

a. **The Associate Administrator for Contracting and Quality Assurance employees** will:

(1) Identify realistic career goals by evaluating organizational requirements, existing career paths, and qualifications requirements for each successive level.

(2) Collaborate with their supervisors in completing individual development plans.

(3) Actively participate in those training activities approved for them.

(4) Report through the supervisor to the Administrative Management Branch (ASU-11) on the usefulness of the training received (Appendix 2).

(5) Discuss potential rotational assignments with their immediate supervisor prior to taking any further action towards acceptance of the assignment.

(6) If selected for a rotational assignment, complete all assigned tasks.

(7) Complete an evaluation form regarding the rotational assignment (Appendix 3).

b. **Employee Supervisors** will:

(1) Create and maintain a work environment which encourages employees to take advantage of appropriate training and development opportunities.

(2) Acquaint their employees with various career paths within ASU and realistically describe the qualifications required to reach these positions.

(3) Assist their employees in finding resource personnel to discuss career paths outside of ASU.

(4) Collaborate with each of their subordinates at least once a year in completing Individual Development Plans.

(5) Ensure that all individual development plans are submitted to the Administrative Management Branch in a timely manner for inclusion in ASU's IDP process.

(6) Prepare and submit training requests to the Administrative Management Branch for approval.

(7) Indicate to the appropriate division/staff manager the candidate(s) who would be considered available for serving on rotational assignments in their organization.

c. **Gaining Supervisor of Rotational Assignment** will:

(1) Outline the tasks associated with each rotational assignment and discuss the assignments with the selectee.

(2) Effectively support and manage the rotational assignment.

(3) Complete an evaluation form regarding the rotational assignment (Appendix 4).

d. **Division/Staff Managers** will:

(1) Identify rotational assignments within their divisions/staffs and establish a schedule for assignments throughout the fiscal year.

(2) Identify potential selectees for rotational assignments in their respective divisions/staffs.

(3) Discuss rotational assignments with employee's division/staff manager and supervisor for availability.

(4) Ensure that money is available to fund any rotational assignments filled by employees from the regions/centers to the Associate Administrator for Contracting and Quality Assurance.

(5) Participate in the IDP Steering Committee meetings.

e. **Division Training Contact** will:

(1) Review IDP for completeness.

(2) Forward IDP to ASU-11 for review.

(3) Review training paperwork.

(4) Forward training paperwork to ASU-11 for review.

(5) Notify supervisor of training quota availability.

(6) Notify ASU-11 within 5 days of receipt of available quota if unable to fill requirement.

(7) Forward confirmation of enrollment to employee through supervisor.

f. **The Administrative Management Branch (ASU-11)** will:

(1) Provide direction and guidance to ASU personnel in all phases of the individual development plan process.

(2) Coordinate and prepare ASU's response to the annual Call for Training Requirements issued by the Office of Higher Education and Training. This response is based on requirements submitted in IDP's.

(3) Provide a clearinghouse of current information on training sources of interest to ASU employees.

(4) In conjunction with the Technical Systems Staff (ASU-20), develop, implement, and maintain an automated system for responding to the Call for Training Requirements, administering the IDP rotational assignment program, and maintaining training and development records.

(5) Establish and present IDP workshops for employees to inform them of the program.

(6) Notify employees of receipt of their IDP rotational assignment requests. Provide a list of IDP candidates and their desired rotational assignments to the IDP Steering Committee.

(7) Coordinate all IDP assignments within the Associate Administrator for Contracting and Quality Assurance, as well as between the regions, centers, and other offices.

(8) Brief management and prepare reports on the status of the IDP program.

(9) Review evaluation forms from employees and their supervisors regarding rotational assignments completed.

g. **IDP Steering Committee** will:

(1) Meet every 6 months during the first and third quarters of the fiscal year.

(2) Finalize the IDP selections.

(3) Review and discuss each assignment being considered.

(4) Determine the availability of the candidate being selected.

8. **FLOWCHARTS**. Figure 1, IDP Flowchart; Figure 2, Agency Training; Figure 3, Out-of-Agency Training; and Figure 4, Rotational Assignments within ASU, are included at the end of each respective chapter providing a detailed diagram of the processes identified throughout this order.

9.-19. **RESERVED**.

CHAPTER 2. INDIVIDUAL DEVELOPMENT PLAN
PART I - INTRODUCTION
PART II - TRAINING PLAN

20. **PURPOSE**. This chapter provides detailed guidance with regard to the development and administration of the introduction and training sections of the IDP. It also discusses evaluation of training courses and maintenance of training records. Parts I & II of the IDP are mandatory for all Associate Administrator for Contracting and Quality Assurance personnel.

21. **TRAINING PLAN DEVELOPMENT**. The IDP form consists of three parts - Part I an Introduction, Part II a Training section, and Part III an Individual Development Activities section. This chapter addresses Parts I and II.

a. **Annual development of Part I** - INTRODUCTION of the Individual Development Plan involves the following steps:

(1) The supervisor reviews short- and long-term program plans to identify staff training requirements.

(2) The employee identifies his/her short-term and long-term goals. While these will often take the form of specific position titles and grade levels (e.g., to become a Procurement Analyst, GS-14), they may also involve skills in computers (e.g., to become proficient in the use of computers) or preferred types of work (e.g., to obtain a position involving extensive public contact). Employees may identify more than one short-term and one long-term goal.

(3) ASU employees should complete Appendix 1, pages 1, 3, and 4. Identifying individual development activities on Appendix 1, page 4, is optional for all employees, and the employee must check beside the statement at the bottom of page 4 if he/she chooses not to participate in individual development activities. Both supervisor and employee must sign Appendix 1, page 4, to indicate acceptance of the plan.

b. **Annual development of Part II** - TRAINING PLAN involves the following steps:

(1) The supervisor and the employee meet to:

(a) Discuss and, if necessary, refine the employee's goals to ensure that they are realistic and in keeping with the Federal Aviation Administration's (FAA) mission and objectives.

(b) Review the employee's training history.

(c) Review the applicable mandatory training orders to identify those MANDATORY training requirements to be met during the forthcoming fiscal year.

(d) Identify requirements from the remaining training categories - Job Related, Performance Development, and Career Development.

(e) Discuss rotational assignments and other individual development activities. (Note: This aspect of the meeting is covered in Chapter 3 of this order.)

(2) Space is provided on the IDP form for up to three training requirements from each category for the forthcoming and subsequent year. Most employees will attend between two and three courses per year. Employees may reschedule training not acquired during the current planned year for the upcoming year.

(3) This order establishes priorities among the four training categories to be considered. While completion of mandatory training is essential for employees in occupations subject to it, training from the other categories may be equally important in specific situations. Each supervisor, with employee input, will prioritize the nonmandatory training requirements using categories listed in paragraph 5b.

(4) The Administrative Management Branch (ASU-11) reviews the IDP's submitted by each operating division and prepares the Associate Administrator for Contracting and Quality Assurance response to the annual Call for Training Requirements.

22. **TRAINING PLAN ADMINISTRATION**. Throughout the year, supervisors shall submit training requests to the ASU-11. As new training requirements, or new sources for meeting existing requirements, are identified, the supervisor submits amendments to each affected IDP. This is done through completion of an IDP Amendment form describing the new requirement or training source (Appendix 5.). Also, ASU-11 will inform division managers of any new training initiatives by ASU to be included on the plans. Training which is not included on the employee's original IDP or an amendment, or which is not in response to an ASU initiative, will not be approved.

a. **Section 1 - Agency Training**. MAINTENANCE OF TRAINING RECORDS. Upon completion of the training, ASU-11 will enter course evaluations and other relevant information into the Associate Administrator for Contracting and Quality Assurance's automated personnel and training system. Each operating unit should maintain files of its employees' IDP's to facilitate development of subsequent plans and, where appropriate, tracking of mandatory training completions.

b. **Section 2 - Out-of-Agency Training**.

(1) **TRAINING PROGRAM EVALUATION**. Upon completion of a training course, the employee completes a brief Training Course Evaluation Form (Appendix 2) and submits it, through the supervisor, to ASU-11. ASU-11 uses these evaluations, along with the information on Standard Form 182 - Request, Authorization, Agreement and Certification of Training--in planning future training activities and in fulfilling its management/employee advisory role.

(2) **MAINTENANCE OF TRAINING RECORDS**. Upon completion of the training, ASU-11 will enter course evaluations and other relevant information into the Associate Administrator for Contracting and Quality Assurance's automated personnel and training system. Each operating unit should maintain files of its employees' IDP's to facilitate development of subsequent plans and, where appropriate, tracking completion of mandatory training.

23.-29. **RESERVED**

FIGURE 2-1. IDP FLOWCHART

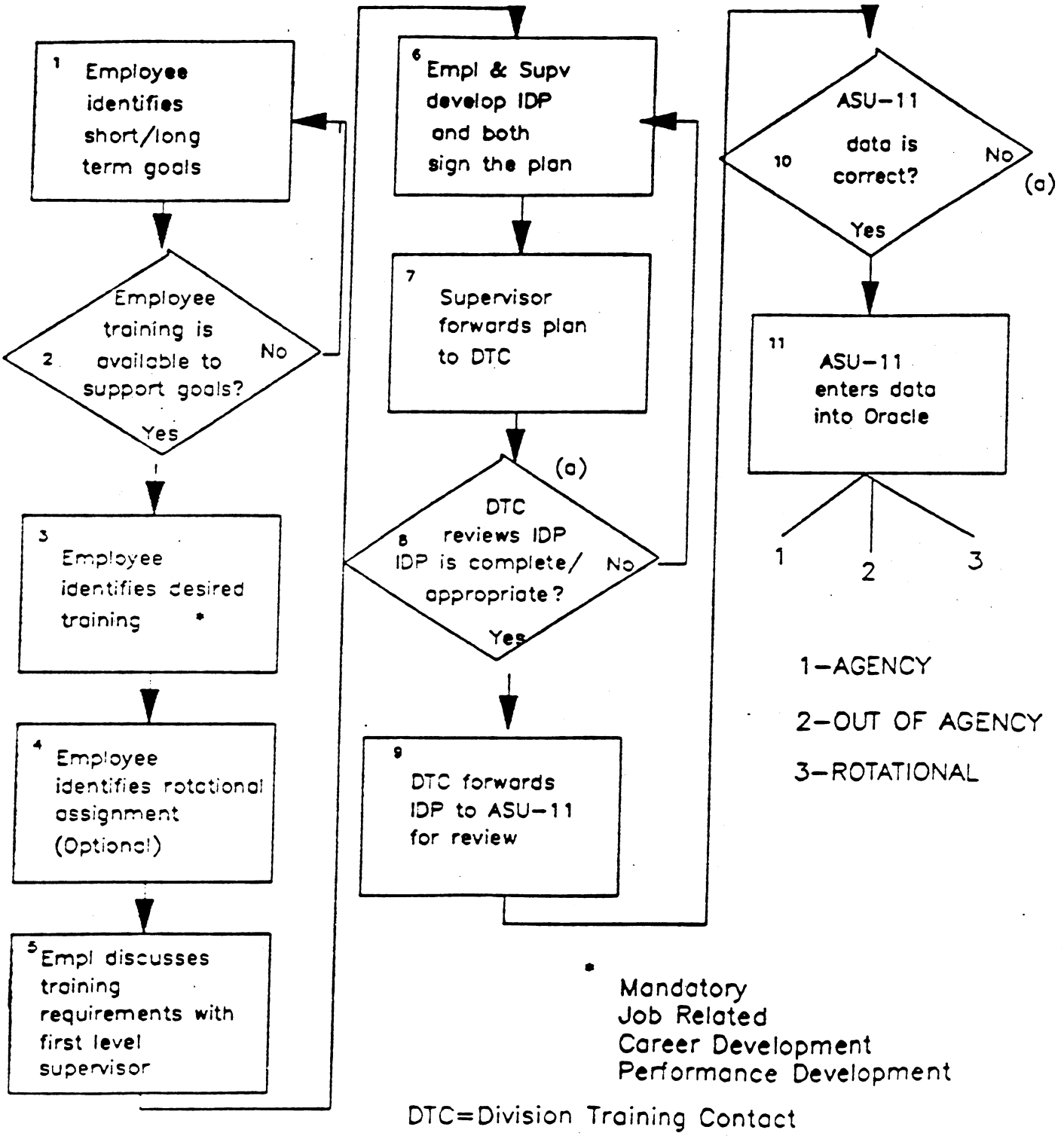
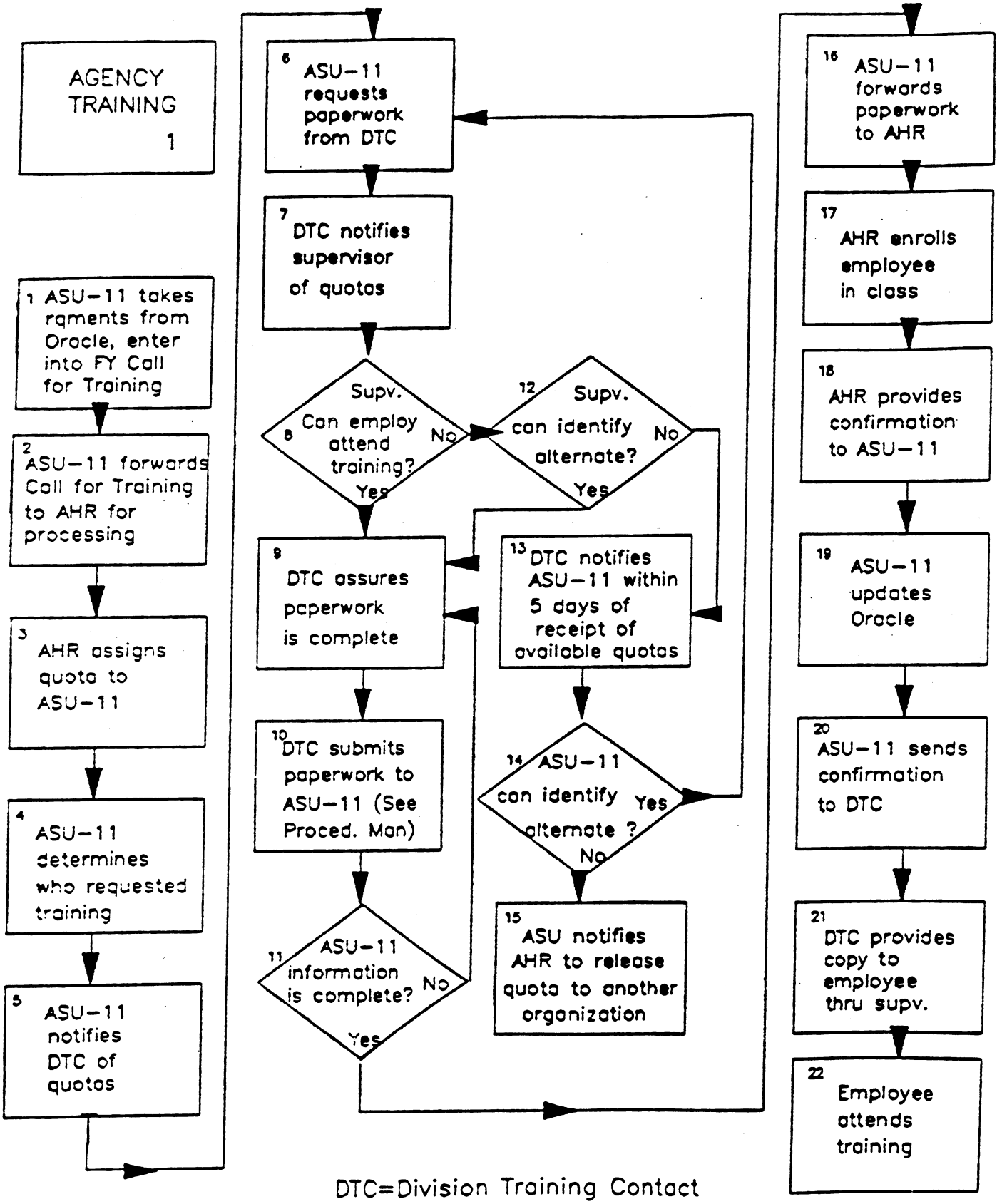
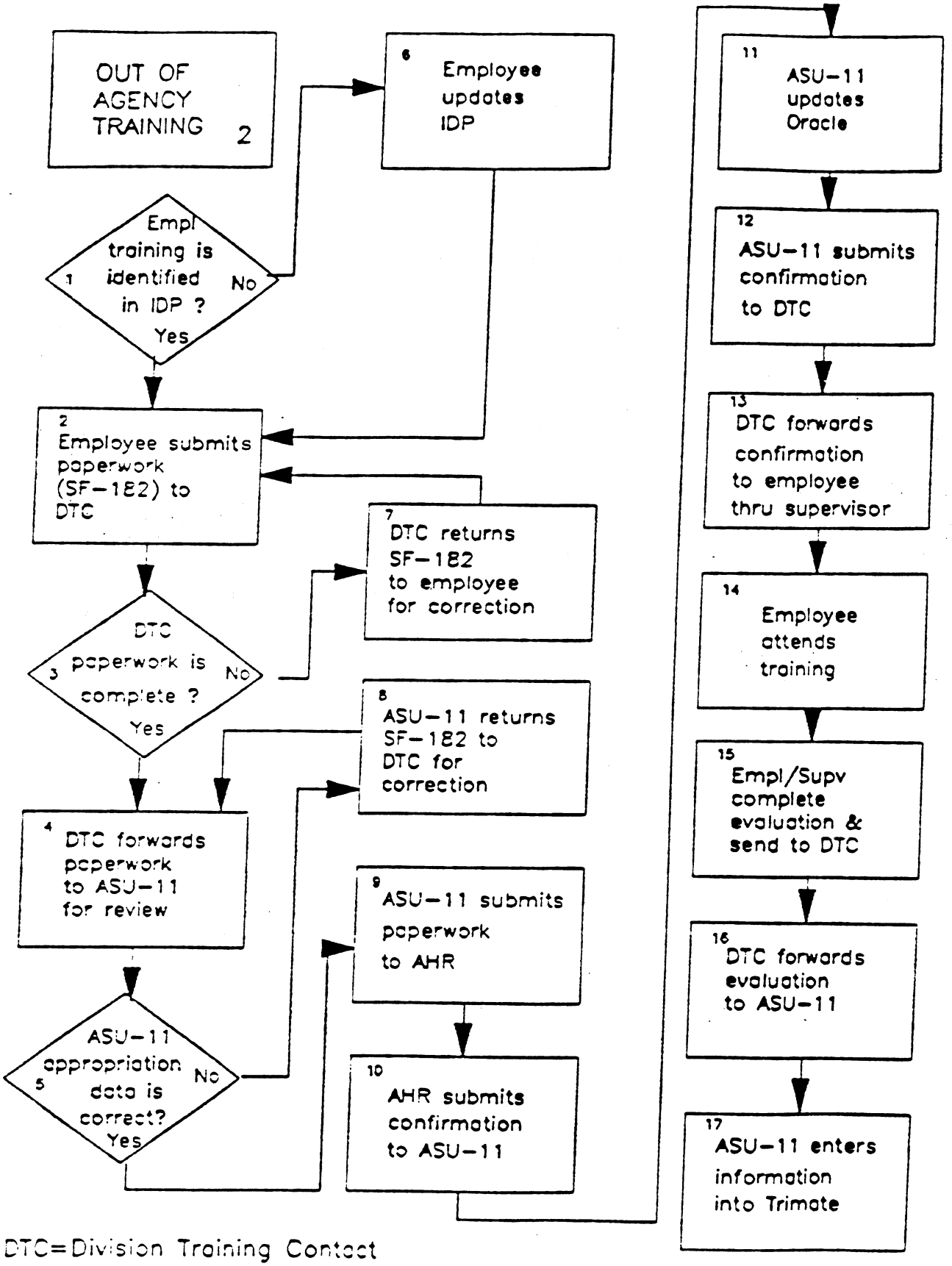


FIGURE 2-2. AGENCY TRAINING



DTC=Division Training Contact

FIGURE 2-3. OUT OF AGENCY TRAINING



DTC=Division Training Contact

CHAPTER 3. INDIVIDUAL DEVELOPMENT PLAN
PART III - INDIVIDUAL DEVELOPMENT PLAN ACTIVITIES (Optional)

30. **PURPOSE**. This chapter describes the process by which individual development activities are planned and executed, with special attention to rotational assignments. The composition, purpose, and goals of the IDP Steering Committee are also described. Participation in the IDP program is encouraged but not mandatory. In order to participate in the IDP Program, Parts I and II of the IDP are required to be completed.

31. **INDIVIDUAL DEVELOPMENT ACTIVITIES PLANNING**. Planning for and preparation of Part III--INDIVIDUAL DEVELOPMENT ACTIVITIES--of the IDP take place in conjunction with the process for completing Part I - Introduction, described in chapter 2. The following steps are involved:

a. Prior to meeting with the supervisor and after identifying his/her short- and long-term goals, the employee identifies any rotational assignments or other individual development activities which may be of value in reaching those goals. Rotational assignments shall be identified by their organizational location (e.g., a specific division: ASU-10/20/100/300/400) and by the general type of work involved (e.g., staff work or a supervisory position). Other developmental activities might include special projects within/the employee's current organization, post secondary education, attendance at professional meetings and conferences, or "shadowing arrangements" with higher level officials.

b. At the IDP planning meeting, the supervisor and the employee reach tentative agreement on rotational assignments and discuss other potential individual development activities. The supervisor may provide advice on the appropriateness of the employee's requested rotational assignments and point out any potential barriers, such as unusually heavy projected workloads which might preclude any extensive details to other units. It is the employee's decision to request a specific assignment.

c. After meeting with the supervisor, the employee completes the IDP and sends it to the Administrative Management Branch, ASU-11 (through the supervisor). The IDP must be signed by both the employee and the supervisor.

d. Twice a year, the Administrative Management Branch requests that managers identify any rotational assignments of 1 to 4 month duration which they would consider establishing. Descriptions of these assignments are distributed through the E-mail system. The names of those employees whose IDP's indicated interest in either the organization (e.g., ASU-10/20/100/300/400) establishing the assignment or the type of work involved will be sent to the appropriate manager. Other employees may be considered for a given assignment by submitting an IDP Amendment form to ASU-11 (Appendix 5). The manager establishing the assignment will make a tentative selection from the list of names provided by ASU-11. Managers are expected to consult with their selectee's supervisor to ensure the employee's availability. Preliminary decisions concerning the dates and duration of the assignment are made jointly by the divisions/staffs involved. The final decisions concerning the employee to be selected and the scheduling of the assignment will be made by the IDP Steering Committee.

32. **INDIVIDUAL DEVELOPMENT PLAN (IDP) STEERING COMMITTEE.** The Associate Administrator for Contracting and Quality Assurance (ASU) shall establish a Steering Committee to ensure equitable use of human resources within ASU. This body will be comprised of the Associate Administrator, Deputy Associate Administrator, ASU Division/Staff managers, one secretarial representative, one non-supervisory representative, and one Human Resource Management representative. Regional/Center Logistics Managers and other offices/services of employees selected from organizations external to ASU will be afforded the opportunity to provide input at the steering committee meeting. The committee's purpose is to review and approve/disapprove proposed rotational assignments and the employees selected to fill them. The nature and duration of the assignments are discussed and modified to meet the special requirements of all parties involved. Steering Committee meetings generally take place semi-annually during the first and third quarters of the fiscal year; however, the committee may call special meetings at any time.

33. **IDP STEERING COMMITTEE GOALS**:

a. Assist in achieving uniformity and consistency in the discharge of organizational/managerial responsibilities in Human Resources Management.

b. Respond to the requirements of special emphasis programs such as Upward Mobility and Minority/Women Recruiting. Special attention will be given to ensuring that individuals participating in these programs have sufficient breadth and depth of experience to be competitive for managerial positions as they become vacant.

c. Support and, where possible, give priority to ASU employees for career development.

d. Ensure that adequate attention is paid to position management considerations when establishing and filling each assignment.

34. **ROTATIONAL ASSIGNMENTS** - The following conditions apply to the administration of the rotational assignment program:

a. A productive assignment must be available in a division/staff before an employee can be considered for assignment to that division or staff.

b. A plan to train or provide on-the-job knowledge and experience to the employee on rotational assignment must be prepared and implemented by the division/staff providing the assignment.

c. Rotational assignments may be deferred if there is an urgent need for the employee to perform work in his/her current position. Deferrals of scheduled rotational assignments should be made only when the work to be performed in the employee's current position is immediately critical to the mission of the division/staff.

d. Assignments are normally from a 1-4 month(s) duration. Details for less than 30 days are not encouraged. Any increase in time of a rotational assignment should be discussed and approved by the steering committee.

e. An individual who has previously been provided a rotational assignment SHALL NOT be assigned to that same position again until all other qualified individuals requesting assignment to that position have been given the opportunity to perform in it.

f. In general, no more than one employee from a branch or staff shall be serving on a rotational assignment at one time.

35. **ROTATIONAL ASSIGNMENT ADMINISTRATION**. Once Part III of the IDP has been completed for each employee, the plans are submitted to the Administrative Management Branch. Plans for all ASU employees must be submitted by October 1 of each year. Copies are retained in the division by the division training contact for the supervisor and the employee.

36. **REGIONS/CENTERS PARTICIPATION**. Regions/centers are encouraged to participate in the Associate Administrator for Contracting and Quality Assurance IDP program. The ASU Logistics Divisions will be notified of rotational assignment opportunities through the use of E-mail. Upon request, the Administrative Management Branch (ASU-11) will send copies of the IDP order to those regions/centers with employees interested in obtaining a rotational assignment to ASU. Those employees shall complete and return Parts I and III of Appendix 1 which have been signed by the employee and the supervisor to ASU-11. IDP's of regional and center personnel will be processed in accordance with the provisions of this order. If a regional/center employee is selected for an ASU rotational assignment, the ASU division/staff having the assignment shall be responsible for all funding associated with the assignment, such as travel and per diem.

37. **OTHER OFFICES AND SERVICES**. Other offices and services are encouraged to participate in the Associate Administrator for Contracting and Quality Assurance IDP program. Offices and services that desire for their personnel to participate in the ASU IDP program will contact ASU-11 for guidance. ASU-11 will provide notification to those organizations regarding potential IDP assignments and assist them in their participation. The employees shall complete and return Parts I and III of Appendix 1 which have been signed by both the employee and the supervisor to ASU-11. IDP's of personnel from other offices and services will be processed in accordance with the provisions of this order. If an employee of another office or service is selected for an ASU rotational assignment, the ASU division/staff having the assignment shall be responsible for all funding associated with the assignment, such as travel and per diem.

38. **EVALUATIONS**. Upon completion of a rotational assignment, both the employee and the assignment supervisor shall evaluate their participation. The forms to be used are included as Appendices 3 and 4.

39. **RESERVED**.

APPENDIX 1. ASSOCIATE ADMINISTRATOR FOR CONTRACTING AND QUALITY ASSURANCE INDIVIDUAL DEVELOPMENT PLAN

PART I - INTRODUCTION

EMPLOYEE: _____ SERIES: _____ GRADE: _____

TITLE: _____ ROUTING SYMBOL: _____

SHORT-TERM GOALS: _____

LONG-TERM GOALS: _____

APPENDIX 1. ASSOCIATE ADMINISTRATOR FOR CONTRACTING AND QUALITY ASSURANCE INDIVIDUAL DEVELOPMENT PLAN

(This listing is provided to assist supervisors and employees in identifying mandatory training related to specific occupational series or functions. Further details can be obtained by referring to the latest edition of the referenced order.)

QUALITY ASSURANCE SPECIALIST, GS-1910
(BASED ON FAA ORDER 3410.19A)

LEVEL I. (GS-5/7): (1 COURSE MINIMUM EACH SUBJECT)

1. ELECTRONICS
2. QUALITY ASSURANCE
3. FEDERAL CONTRACTING
4. SOFTWARE
5. COMMUNICATION SKILLS

LEVEL II. (GS-9/11): (4 COURSES MINIMUM)

1. SOFTWARE
2. ELECTRONICS
3. QUALITY ASSURANCE
4. INTERPERSONAL SKILLS
5. CONTRACT ADMINISTRATION

LEVEL III. (GS-12/ABOVE): (4 COURSES MINIMUM)

1. QUALITY MANAGEMENT
2. CONTRACT LAW
3. SOFTWARE
4. ADMINISTRATIVE

PROFICIENCY TRAINING: (40 HOURS PER YEAR MINIMUM)
(AT LEVEL III IN JOB RELATED TRAINING)

1. QUALITY ASSURANCE
2. SOFTWARE
3. CONTRACTING
4. ADMINISTRATIVE
5. COMMUNICATION SKILLS

MANDATORY TRAINING FOR CONTRACT SPECIALIST, GS-1102
(BASED ON FAAMN NOTICE 92-07)

BASIC LEVEL (GS-5 THROUGH GS-7): (200 HOURS MINIMUM)

1. BASIC PROCUREMENT
2. SMALL PURCHASES
3. SEALED BIDDING
4. BASIC PRICE ANALYSIS

INTERMEDIATE LEVEL (GS-9 THROUGH GS-11): (200 HOURS MINIMUM)

1. CONTRACTING BY NEGOTIATION/NEGOTIATION TECHNIQUES
2. COST ANALYSIS
3. CONTRACT ADMINISTRATION
4. GOVERNMENT CONTRACT LAW
5. SPECIALIZED ACQUISITION AREA

SENIOR LEVEL (GS-12 AND ABOVE): (200 HOURS MINIMUM)

1. FORMAL SOURCE EVALUATION & SELECTION
2. ADVANCED CONTRACT ADMINISTRATION
3. ADVANCED CONTRACT LAW
4. ADVANCED COST AND PRICE ANALYSIS
5. SPECIAL ACQUISITION AREAS

PROFICIENCY TRAINING: (ALL LEVELS)

1. 40 HOURS TRAINING IN PROCUREMENT COURSES EACH 2 YEAR INTERVAL UPON COMPLETION OF CORE COURSES AT EACH LEVEL

SUPERVISORY AND MANAGERIAL TRAINING
(BASED ON FAA ORDER 3110.14)

1. INITIAL SUPERVISORY
2. INITIAL MANAGERIAL
3. PERIODIC MANAGEMENT DEVELOPMENT

APPENDIX 1. ASSOCIATE ADMINISTRATOR FOR CONTRACTING AND QUALITY ASSURANCE
INDIVIDUAL DEVELOPMENT PLAN
PART II - TRAINING PLAN

TRAINING REQUIREMENTS - FY-94 THROUGH FY-96

SUBJECT	COURSE NUMBER/TITLE	SOURCE	HRS.	FY	EST. COST
MANDATORY TRAINING:					
DEVELOPMENT TRAINING:					
					CATEGORY (see para 5B)

NOTE: No one/two day internal training within AXD, AHR, ASU, etc., sponsored seminars should be included in this list. This includes OATS training and TQM Awareness Training.

NAME: _____ ROUTING SYMBOL: _____ DATE: _____

APPENDIX 1. ASSOCIATE ADMINISTRATOR FOR CONTRACTING AND QUALITY ASSURANCE INDIVIDUAL DEVELOPMENT PLAN

PART III - INDIVIDUAL DEVELOPMENT PLAN ACTIVITIES (OPTIONAL)

DEVELOPMENTAL ASSIGNMENTS REQUESTED:

NOTE: Developmental assignments shall be identified by the organizational location, (e.g., ASU-10/20/100/300/400)

_____

_____

_____

_____

_____

_____

OTHER DEVELOPMENTAL ACTIVITIES (e.g., professional conferences, special projects, "shadowing arrangements," post secondary education, etc.):

_____

_____

_____

_____

_____

___ I choose not to participate in individual development activities at this time.

_____ _____

Employee's Signature/ Date
Routing Symbol

Supervisor's Signature Date

APPENDIX 2. TRAINING COURSE EVALUATION FORM

Employee Name: _____ Date: _____

Position Title, Series and Grade: _____

Organization: ASU - ____ Course Number: _____

Course Title: _____ Course Date(s): _____

Training Provider (eg., OPM, GSA, etc.): _____

Cost: _____

HOW WOULD YOU RATE THE COURSE WITH REGARD TO EACH OF THE FOLLOWING?
(4 - EXCELLENT, 3 - VERY GOOD, 2 - ACCEPTABLE, 1 - UNACCEPTABLE):

Course Content ____

Instructor ____

Course Materials ____

FOR YOUR PURPOSES, WAS THIS COURSE:

Too advanced ____ Appropriate ____ Too elementary ____

WOULD YOU RECOMMEND THIS COURSE TO SOMEONE IN THE SERVICE PERFORMING A JOB SIMILAR TO YOURS?
Yes ____ No ____

COMMENTS (OPTIONAL)

_____

_____

_____

_____

_____

_____

(USE REVERSE SIDE FOR ADDITIONAL COMMENTS)

NOTE: The Division Training Contact (DTC) shall supply a copy of this form to the trainee upon completion of the course. The completed form shall then be submitted by the DTC to ASU-11.

APPENDIX 3. EMPLOYEE'S ROTATIONAL ASSIGNMENT EVALUATION FORM

NAME:_____ DIVISION:_____ RTG SYM: _____
ROTATIONAL ASSIGNMENT:_____
ROTATIONAL ASSIGNMENT SUPERVISOR:_____
DATES OF THE ASSIGNMENT:_____
LOCATION OF THE ASSIGNMENT (DIVISION/BRANCH):_____

1. What are the strengths and weaknesses of the rotational assignment program?

_____

_____

_____

2. Why did you request a rotational assignment?

_____

_____

_____

3. Did the gaining supervisor explain the rotational assignment to you in sufficient detail? If no, what was lacking and how could the explanation have been improved?

_____

_____

_____

4. Was the assignment too long, too short or about right to complete your identified task?

_____

_____

_____

5. What was the most valuable aspect of your rotational assignment?

_____

_____

_____

6. What was the least valuable aspect?

_____

_____

_____

APPENDIX 3. EMPLOYEE'S ROTATIONAL ASSIGNMENT EVALUATION FORM (Cont'd)

7. Would you participate in the program again? If not, why not?

8. Would you recommend the program to your co-workers? Why/Why not?

9. If you could change one thing in the program, what would it be and why?

Signature

Date

APPENDIX 4. SUPERVISOR'S ROTATIONAL ASSIGNMENT EVALUATION FORM

NAME:_____ DIVISION:_____

ROTATIONAL ASSIGNMENT:_____

ROTATIONAL ASSIGNMENT PARTICIPANT:_____

DATES OF THE ASSIGNMENT:_____

LOCATION OF THE ASSIGNMENT (DIVISION/BRANCH):_____

1. What are the strengths and weaknesses of the rotational assignment program?

2. Why did you participate in the rotational assignment program?

3. Did the rotational assignment accomplish the established objective(s)? State exactly what was accomplished during the assignment:

4. Was the assignment the appropriate solution to the task? If not, explain why?

5. Was the assignment too long, too short or about right to complete your identified task?

6. Would you participate in the program again? If not, why not?

APPENDIX 4. SUPERVISOR'S ROTATIONAL ASSIGNMENT EVALUATION FORM (Cont'd)

7. What was most valuable to your Division/Branch about the assignment?

8. What was least valuable?

9. If you could change one thing in the program, what would it be and why?

Signature

Date

APPENDIX 5. IDP AMENDMENT

EMPLOYEE: _____ SERIES: _____ GRADE: _____

TITLE: _____ ROUTING SYMBOL: _____

PART I - TRAINING

SUBJECT	COURSE NUMBER/TITLE	SOURCE	HRS.	FY	Cost

PART II - INDIVIDUAL DEVELOPMENT ACTIVITIES

I wish to be considered for the following rotational assignment(s):

ORGANIZATION	DATES

_____ _____
Employee's Signature Date

_____ _____
Supervisor's Signature Date

APPENDIX 6. INDIVIDUAL DEVELOPMENT PLAN PROGRAM SUMMARY CALENDAR AND MATRIX OF MAJOR EVENTS AND RESPONSIBILITIES

EVENT	WHEN	WHO
IDP Prepared	30 days of entry on duty	New Employee
IDP Updated	4th quarter of FY	All Employees
IDP Assignments Submitted	1st/3rd quarter of FY	Managers
Steering Committee Meets	1st/3rd quarter of FY	Committee Members
Maintain Training Records	Continuous	Div. Training Contact